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ABSTRACT

This is the first of three volumes devoted to improving speech skills, in a series of materials for teaching English as a second language to adult nursing aide students. Three units contain five lessons each that emphasize survival skills. In the first unit, the student is taught how to make introductions and meet people, and the use of demonstratives is covered in drills. Unit 2 covers time expressions. In addition, Units 2 and 3 deal with "Wh-" questions. Pattern drills and dialogs are the principal lesson formats. Each unit is completed with review exercises. (JB)

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ENGLISH FOR SPECIAL PURPOSES SERIES

NURSING AIDE

SPEAKEASY

A TEXT FOR SPEAKING

VOLUME 1

MARYBETH CLARK

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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1977

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Produced at Honolulu Community College, 1977.

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To the PLESA students who bore with me through the initial stages of this effort, this text is affectionately dedicated.

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For any errors in the text--typographical or substantial--I take full responsibility.

M.C.

Honolulu, Hawaii
August 1977

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TO THE STUDENT

The purpose of this text is to help you develop skills in speaking English. It is to help you learn to use the English language in everyday situations. It is also to help you learn how to apply these language skills in nursing aide working situations.

To make this task easier and more enjoyable, you are invited in the text to Tamarind City on Mahimahi Island. You will meet many people who live, work and go to school in Tamarind City. These friends will guide you through the avenues and byways of the English language.

The Speakeasy text for nursing aide English is closely coordinated with the Hearsay and Reading Right texts for nursing aide English. Your teacher should have you use the non-lecture sections, especially, of the Hearsay text. Aside from this, however, you can use the Speakeasy text independently of the other two texts.

REFERENCE

One book you need to have with your Speakeasy text is the Reference Manual. This manual has many kinds of information to help you in studying your Speakeasy text. Sometimes in your Speakeasy text, there will be a reference to some section of your Reference Manual. For example, when you read, "See REF 2-3" in your Speakeasy text, open your Reference Manual to pages 2 and 3 and study that section.

Use the Reference Manual to increase your understanding of aspects of the Speakeasy text. Use it also to expand your understanding of the English language and the culture in which the language is spoken.

MAPS

The Reference Manual includes three maps. One is a map of Mahimahi Island (REF 1), showing you where Tamarind City is located on the island and what the rest of the island looks like.

There is a map that shows all of old Tamarind City, called Greater Tamarind City. This map is on page 1a.

And in the center of your Reference Manual is a detailed map of a part of Tamarind City. It is the part of the city where most of the action in the Speakeasy text takes place.

Use these maps for reference and to discuss together in the class the things that are happening in the dialogs.

TRANSLATIONS

Some parts of the Speakeasy text are translated. These translations are in four languages, Ilocano, Tagalog, Korean and Vietnamese. The Previews of all the units are translated. Situation dialogs in the review lessons are all translated. New or complicated instructions and ideas and some vocabulary items are translated. Except for the unit Previews, all translations are marked (Tr) and numbered within each unit. For example, the third translation in Unit IV is marked (Tr3) after the item translated. You can find that translation in your Speakeasy Translation Manual under Unit IV, Tr3.

Some parts of your Reference Manual are also translated.

The purpose of these translations is to make sure you understand the translated item. But, it is good practice for you if you read the English version of the item carefully, and try to understand as much as you can before you look at the translation. After you read the translation and understand the item in your own language, go back to the English version and read it again.

ORGANIZATION OF THE TEXT

This text has eleven lesson units and one review and testing unit. Every lesson unit has:

a Preview, which tells you the main topic of the unit, what kinds of material you will practice and what new grammatical patterns you will learn;

an Outline giving all the new kinds of sentences in each lesson; as you finish studying each lesson, you can turn back to the Outline and check off the sentences you can understand and say;

four study and practice lessons; and

one review lesson which helps you review what you have learned in the unit.

The study and practice lessons have different kinds of activities to do in the classroom. These activities are to help you practice and feel "at home" using the English language. Here are some of these activities, with their purposes and some suggestions on how to use them:

Dialogs are conversations between people in Tamarind City. When you practice these dialogs, you will be practicing conversations you can use in everyday life in Honolulu and in nursing aide situations.

Talk-and-Listen Cards are for more practice with the dialogs. Each speaker in a dialog has a card. The card has on it only what that speaker will say. The purpose of these cards is to help you listen to what the other speaker is saying and to help you remember to look at the other speaker's eyes while you listen and while you talk. This is the proper way to carry on a conversation with another person.

(The idea of talk-and-listen cards is borrowed from Richard Via of the University of Hawaii. He discusses the philosophy behind the talk-and-listen system and the uses of talk-and-listen cards on pages 16-23 in his book, English in Three Acts (A Culture Learning Institute monograph), published by The University Press of Hawaii, 1976.)

Free Dialogs are to help you practice using, in your own way, the English you have learned. You should feel free in these dialogs to use any words or sentences that are appropriate.

Situation Dialogs are to help you practice and review the things you have learned to say in a certain situation. You will have a card for these dialogs, too. But this card will not tell you exactly what to say. It will describe a situation for you. You should read the card carefully. If you cannot understand it, read the description in your Translation Manual. Think about the situation and decide what you should say. If you have Card B or C, read your card carefully, and listen to the person with Card A so that you will know what to answer.

Most of your review lessons have situation dialogs for you to review what you have learned in the Unit.

Problem Situation Dialogs are like the situation dialogs, but they have this difference: The situation of one speaker is in conflict with the situation of the other speaker. It is up to the two speakers to resolve the conflict. This kind of dialog will help you to increase you English ability by using your imagination.

Practice Saying exercises are for you to practice new grammatical patterns you learned in dialogs. You should practice these patterns until they are easy for you.

Games are different kinds of activities in which you will use learned vocabulary, grammar and concepts. You will do this in more active and more practical ways than you do in the dialogs.

Good luck! Enjoy these lessons and your visit to Tamarind City.

M.C.

Honolulu, Hawaii
August 1977

UNIT I

LET ME INTRODUCE YOU

PREVIEW

In this first unit you will become acquainted with the kinds of activities you will find in the Speakeasy lessons. These activities are described in the section, To the Student, at the beginning of this volume.

Specifically, in Unit I you will get to know the other students in the class. You will learn how to introduce each other and how to ask about each other. You will also meet some of the people in Tamarind City on Mahimahi Island.

You will learn how to ask and answer questions about where someone is living and questions about working and having a job.

Finally, you will learn to identify some classroom objects.

UNIT I OUTLINE

These are the lessons you are going to study in Unit I. When you finish each lesson, turn back to this page. Check each item in the lesson when you can do it well. (Tri

Lesson 1 SELF INTRODUCTIONS

___ Give your name, address, and telephone number.

___ Give titles to all people in the classroom.

Introduce yourself:

___ My name is ____ ___.

I'm an English student.
___ I'm a nursing aide.

Lesson 2 MEETING NEW FRIENDS

Ask and answer:

___ Where are you from? (I'm from ___.)

___ Where do you live/work/study?
(I live/work/study in/at ____.)
(I do, too.)

___ Introduce yourself in conversation.

Ask and answer:

___ How are you? (I'm fine, thank you.)

Outline continued

Lesson 3 IDENTIFYING PEOPLE AND THINGS

Ask and answer:

___ Who's that? (I don't know.)

___ Where does he live? (He lives in/on/at ___.)

___ Is she a nursing aide? (Yes, she is. No, she isn't.)

___ What is he? What are they? (He's a typist. They're typists.)

___ What is this/that? (It's a pencil.)

___ What are these/those? (They're pencils.)

Lesson 4 INTRODUCING OTHER PEOPLE

___ Introduce a friend to another friend.

Ask and answer:

___ Do you live/work/study in/on/at ___? (Yes.)

___ Do you have a job? (Yes. I do. No, I don't have a job.)

___ What do you do? (I'm a typist.)

"Do You" Game: Ask and answer:

___ Do you ___? (Yes, I do. No, I don't.)

Lesson 5 REVIEW EXERCISES

Lesson 1 SELF INTRODUCTIONS

Teacher: My name is _____ _____.

PRACTICE SAYING (Write all on the blackboard.)

What's your name?	My name is _____ _____.
How do you spell it?	A-L-I-C-E C-H-O-N-G.
What's your address?	My address is _____.
What's your telephone number?	My telephone number is _____.

Titles:

Mr.	mister	for men
Ms.	miz	for women
Mrs.	missus	for married women
Miss	mis	for unmarried women (and sometimes for any young woman)

(Tr2)

Write down all the names of the students in the class. (See the following pages.)

Learn to say your name and address in the correct order:

given name (first name & middle name) family name (last name)

street number - street - apartment number

city - state - zip code

Learn to say them smoothly and accurately. (Tr3)

(For all the numbers, see REF 2-3, NUMBERS.)

I

4

Lesson 1 continued MEMBERS OF THE CLASS

Teacher:

(Title) _____ (Name) _____

Address: (Number) (Street) _____ (Apartment)

(City) _____ (State) (Zip Code) _____ (Telephone)

Students:

1. _____ _____

_____

_____ _____

2. _____ _____

_____

_____ _____

3. _____ _____

_____

_____ _____

4. _____ _____

_____

_____ _____

5. _____ _____

_____

_____ _____

6. _____ _____

_____

_____ _____

7. _____ _____

_____

_____ _____

8. _____ _____

_____

_____ _____

9. _____ _____

_____

_____ _____

10. _____ _____

_____

_____ _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Lesson 1 continued INTRODUCING YOURSELF

(The names of the students are on the blackboard.)

DIALOG 1

AX Hello. My name is A X.

BY It's nice to meet you, Mrs. X.

My name is B Y.

AX Nice to meet you, Mr. Y.

Men shake hands. (A woman shakes hands if a man extends his hand. If a woman extends her hand first, the other person shakes hands.) (Tr4)

Practice shaking hands in dialog 1.

DIALOG 2

AX Hello. My name is A X.

I'm an English student.

BY It's nice to meet you, Mrs. X.

My name is B Y.

I'm an English student, too.

AX Nice to meet you, Mr. Y.

DIALOG 3

AX Hello. My name is A X.

I'm a nursing aide.

BY It's nice to meet you, Mrs. X.

My name is B Y.

I'm a nursing aide, too.

AX Nice to meet you, Mr. Y.

TALK-AND-LISTEN CARDS

One student has Card A and another student has Card B. The student with Card A begins the conversation. Student A chooses "I'm an English student" or "I'm a nursing aide". If Student A chooses "I'm a nursing aide", then Student B must choose "I'm a nursing aide, too". (Tr5)

CARD A — Unit I, Dial. 2 & 3

A: Hello. My name is _____ _____.

I'm an English student.
I'm a nursing aide.

B: .....

A: Nice to meet you, ___ _____.

CARD B — Unit I, Dial. 2 & 3

A: .....

B: It's nice to meet you, ___ _____.

My name is _____ _____.

I'm an English student, too.
I'm a nursing aide, too.

A: .....

Lesson 2 MEETING NEW FRIENDS

DIALOG 4

AX Where are you from?

BY I'm from California.

Where are yóu from?

AX I'm from | Korea.
the Philippines.
Viet-Nam.

DIALOG 5

AX Where do you live?

BY I live in Tamarind City.

Where do yóu live?

AX I live | in Honolulu.
in Waipahu.
in Kaneohe.
in Kalihi.
in Waikiki.

Where do you live?

I live at 1207 Nene Street.

Where do yóu live?

I live | at 1205 Banyan Tree Street.
at 1062 Monkeypod Avenue.
at 1221 Makai Drive.
at 293 Mango Boulevard.
at 1219 Volcano Lane.

DIALOG 6

AX Where do you work?

BY I work at Pilikia Nui Hospital.

Where do yóu work?

AX I work | at Leilani Hospital.
at Tripler Hospital.
at Opunui Restaurant.

DIALOG 7

AX Where do you study?

BY I study at Honolulu Community College.

Where do yóu study?

AX I study at Honolulu Community College, tóo.

Alice Chong is a nursing aide. She lives in Tamarind City. She has a new apartment in the Hibiscus Court Apartments on Nene Street. Her address is 1207 Nene Street, Apt. 410.

DIALOG 8

AC Hello. My name is Alice Chong.
I live in apartment 410.

MW It's nice to meet you, Alice.
My name is Mary Watanabe.
I live in apartment 409.

AC It's nice to meet you too, Mary.
See you again.

PRACTICE SAYING

My name is _____ _____.

I live at _____.

DIALOG 9

AC Hello. My name is Alice Chong.
I live in apartment 410.

JJ It's nice to meet you, Alice.
My name is Jim Johnson.
I live in apartment 206.
I'm a nursing aide at Pilikia Nui Hospital.

AC It's nice to meet you, Jim.
I'm a nursing aide at Pilikia Nui Hospital, too.

JJ Oh, then I'll see you a lot.

Find Nene Street, Hibiscus Court Apartments, and Pilikia Nui Hospital on your map of Tamarind City. Your map is in the middle of your Reference book.

FREE DIALOG (Close your books and notebooks.)

Two students in the class greet each other and introduce themselves. Student A begins. Use any sentences you know that are appropriate. (Tr6)

DIALOG 10

AC Hi, Mary.

MW Hi, Alice.

AC How are you?

MW I'm fine, thank you. How about you?

AC I'm fine, thanks.

Practice Dialog 10 until it's easy.

DIALOG 11

AC Say, where do you work?

MW I work at Mango Tree Elementary School.

I'm a teacher.

Where do you work?

AC I work at Pilikia Nui Hospital.

I'm a nursing aide.

See you later, Mary.

MW Yes, see you later, Alice.

Practice Dialogs 10 and 11 together.

FREE DIALOG

Two students in the class greet each other.

PRACTICE SAYING

Alice Chong | Mary Watanabe | Jim Johnson | Suzie Chong

A	B
Who's that? Where does she live?	That's Alice Chong. She lives in Tamarind City. on Nene Street. at 1207 Nene Street.
Who's that? Where does she live?	That's Mary Watanabe. She lives in Tamarind City. on Nene Street. at 1207 Nene Street.
Who's that? Where does he live?	That's Jim Johnson. He lives on Nene Street. at 1207 Nene Street. in apartment 206.
Who's that? Where does she live?	That's Suzie Chong. She lives on Nene Street. at 1207 Nene Street. in apartment 410.
Who's that? Is she a nursing aide?	That's Alice Chong. Yes, she is.
Who's that? Is she a nursing aide?	That's Mary Watanabe. No, she isn't. She's a teacher.
Who's that? Is she a nursing aide?	That's Suzie Chong. I don't know.

Lesson 3 continued

A	B
Who's that?	That's _____ _____.
Is she a student?	Yes, she is.
Who's that?	That's _____ _____.
Is he a student?	Yes, he is.
Who's that?	That's _____ _____.
Is she a nursing aide?	Yes, she is.
Who's that?	That's _____ _____.
Is he a teacher?	No, he isn't. He's a student.
Who's that?	That's _____ _____.
Is she a nurse?	No, she isn't. She's a nursing aide.
Who's that?	That's _____ _____.
Is he a doctor?	No, he isn't. He's a nursing aide.

Do not ask, "Who's that?" about somebody who can hear you. It's not polite. (Tr7)

DIALOG 12

MW Hi, Alice.

AC Hi, Mary.

MW Who's that over there?

AC That's Jim Johnson.

MW What is he?

AC He's a nursing aide.

MW And who's that?

AC That's Marvin Kim.
He's Jim's friend.

MW What is he?

AC I don't know.
He's not a nursing aide.

PRACTICE SAYING

A	B
What are they?	They're | students. / nursing aides. |
What's this?	It's | a pencil. / chalk. |
What's that?	It's | a dictionary. / paper. |
What are these?	They're pencils.
What are those?	They're dictionaries.
I'm sorry. I don't understand. What are they?	They're dictionaries.

A Is he a student?
B Yes, he is.
He studies at the school.

A Is she a student?
B No, she's a teacher.
She works at the school.

A Is he a nursing aide?
B Yes, he is.
He works at the hospital.

A Is she a nursing aide?
B No, she's a nurse.
She works at the hospital.

A Is he a doctor?
B Yes, he is.
He works at the hospital.

A Is she a doctor?
B No, she's a typist.
She works at the city hall.

Lesson 4 INTRODUCING OTHER PEOPLE

Suzie Chong is Alice Chong's sister. Suzie lives with Alice in apartment 410.

DIALOG 13

AC Jim, this is my sister Suzie.

Suzie, this is Jim Johnson.

JJ Hello, Suzie. I'm glad to meet you.

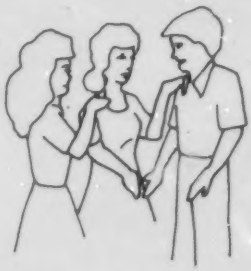
SC Hello, Jim. I'm glad to meet yóu, tóo.

Are you a nursing aide?

JJ Yes, I am.

Are yóu a nursing aide?

SC No, I'm a typist.



DIALOG 14

AC Mary, this is my sister Suzie.

Suzie, this is Mary Watanabe.

MW Hello, Suzie. I'm glad to meet you.

SC Hello, Mary. I'm glad to meet yóu, tóo.

Where do you live?

MW I live in apartment 409.

Do you live with Alice?

SC Yes, I do.

MW Do you work at Pilikia Nui Hospital?

SC No, I don't.

I work at Tamarind City Hall.

PRACTICE SAYING

A		B
Do you live	in Hawaii? in Honolulu? in Kalihi?	Yes, I do.
Do you live	in California? in Viet-Nam? in Mahimahi?	No, I don't. I live in Hawaii.
Do you live	on King Street? on King? on Nene Street? on Nene? on Kalihi Street? on Kalihi?	

Do you live at _____?
(Give your classmate's correct address.)

Do you live	at 1207 Nene Street? at the college?	
Do you study	at Honolulu Community College? at the college?	
Do you study	at Tamarind Community College? at Kapiolani Community College? at the University of Hawaii? at the university?	
Do you work	at Tripler Hospital? at the hospital?	
Do you work	at Pilikia Nui Hospital? at Mango Tree Elementary School? at Tamarind City Hall? at the school? at the city hall?	
Do you work	in Maternity? in the maternity ward? in the office? in the lab?	

Lesson 4 continued

A Where do you live?

B I live in Hawaii.
on Oahu.
in Honolulu.
on Ninth Avenue.
at 999 Ninth Avenue.
in an apartment.

I live in Hawaii, in Honolulu, on Ninth Avenue, in an apartment.

I live in an apartment on Ninth Avenue in Honolulu in Hawaii.

I live on the mainland, in California.

FREE DIALOG

Student A introduces Student B and Student C. Students B and C talk.

"DO YOU" GAME

Student A asks other students DO YOU questions. Each question that gets a "Yes, I do" answer counts 1 point. When Student A gets a "No, I don't" answer, Student A gives up the turn to the next student. If Student A asks an ungrammatical question such as "Do you study Honolulu Community College?" or "Do you live at Honolulu?", student A gets -1 point and gives up the turn to the next student.

(Tr8)

DIALOG I5

JJ Hi, Suzie.

How are you today?

SC I'm fine, thanks, Jim.

How are you?

JJ Fine, thanks.

Suzie, do you have a job?

SC Yes, I do.

JJ What do you do?

SC I'm a typist at Tamarind City Hall.

Do you have a job?

JJ Yes. I work at Pilikia Nui Hospital.

SC What do you do?

JJ I'm a nursing aide.

DIALOG I6

Mary is knocking on Alice's door. Alice opens the door.

AC Oh hi, Mary.

Come in.

MW Excuse me, Alice. Do you have a dictionary?

AC Yes, I do. (Alice gets the dictionary.)

Here it is.

MW Thank you.

I'll bring it back later.

PRACTICE SAYING

A	B
Do you have a notebook?	Yes, I do. I have a notebook.
Do you have a book? a pencil? a pen? a bag?	
Do you have paper? chalk? shoes?	Yes, I do. I have paper.

DIALOG 17

AC Suzie, I'm writing a letter,
but I don't have a pen.
Do you have a pen?

SC Yes, I have a pen.
Here it is.

AC Thank You.

PRACTICE SAYING

A	B
Do you have a dictionary?	No, I don't. I don't have a dictionary.
Do you have a bag? a pen? a pencil? a sweater?	
Do you have paper? chalk? socks? stockings?	No, I don't. I don't have paper.

Lesson 5 REVIEW EXERCISES

Students close all books and notebooks.

ANSWERING QUESTIONS

1. about oneself

Students should be able to answer correctly with little hesitation. Use the correct order with names (first name followed by last name).

What's your name?	(My name is _____.)
What's your address?	(My address is _____.)
What's your telephone number?	(My telephone number is _____.)

2. about other students

By this time, students should know each other's names.

Who's that? (across the room)	(That's _____ _____.)
Is she/he a student?	(Yes, she/he is.)
Is she/he a doctor?	(No, she/he isn't. She's/He's a student.)

ASKING AND ANSWERING QUESTIONS

Student A asks Student B, Student B asks Student C, etc., for each question.

1.	Where are you from?	(I'm from _____.)
2.	Where do you live?	(I live in/at _____.)
	Where do you work?	(I work at _____.)
	Where do you study?	(I study at _____.)
3.	Do you live in ____?	(Yes, I do. / No, I don't.)
4.	Do you have a ____?	(Yes, I do. / No, I don't.)

SITUATION DIALOGS (Tr9) Use individual cards.

Situation I-1

A You are a student. You study English. You meet someone you don't know.
Greet the other person.
Give your name.

B You are a student. You study English. You meet someone you don't know. That person greets you first.

Situation I-2

A You are a nursing aide. You meet someone you don't know.
Greet that other person.
Give your name.
Say that you're a nursing aide.

B You are a typist. You meet someone you don't know. That person greets you first.

Situation I-3

A You meet someone you don't know.
Greet the other person.
Give your name.
Say where you live.

B You meet someone you don't know. That person greets you first.

Lesson 5 continued

Situation I-4

A You work at Leilani Hospital. You meet a friend. You don't know where your friend works.
Greet your friend.
Ask where your friend works.

B You work at City Hall. You meet a friend. Your friend greets you first.

Situation I-5

A You are walking with your friend (B). You and your friend meet another friend (C). B and C do not know each other.
Introduce B and C.

B You are walking with your friend (A). You meet someone (C) who is A's friend. You do not know C.

C You are walking. You meet your friend (A). A is with someone (B) who is A's friend. You do not know B.

UNIT II

TAKE YOUR TIME

PREVIEW

In Unit II you will learn to tell time and ask and answer questions about time and numbers. You will learn the days of the week and the months of the year.

You will talk about where someone is going and when they are going. You will study some everyday activities and talk about what someone is doing. You will learn about possession.

In Lesson 4 you will be introduced to the Past Tense. You will talk about yesterday and last year and you will learn some adjectives.

UNIT II OUTLINE

These are the lessons you are going to study in Unit II. When you finish each lesson, turn back to this page. Check each item in the lesson when you can do it well.

Lesson 1 TELLING TIME

Ask and answer:

___ What time is it? (It's 7:15.)

___ Where are you going? (I'm going to ___.)

___ How many students are there in the room? (There are 14 students.)

___ Count from 1 to 100.

"Timing" Game:

___ Name all the students as fast as you can.

___ Ask: What time is it now?

___ Time another student saying names.

Assignment:

___ Ask three English speakers the time.

___ Call the time on the telephone.

___ Listen to the radio for the time.

Outline continued

Lesson 2 DAYS AND MONTHS
WHAT TIME ARE YOU GOING HOME?

Ask and answer:

___ What day is today/tomorrow/the next day? (It's ___.)

___ What day is the day after tomorrow? (It's Friday.)

___ What month is this? What's next month? (It's July. It's August.)

___ What year is this? What's next year? (It's 1977. It's 1978.)

___ What's the date today? (It's July 14, 1977.)

___ How many days are there in a week? (There are 7.)

___ Name the days of the week. (calendar)

___ Name the months of the year.

Ask and answer.

___ What time are you going to school? (At 8:30.)
home? (At 5:00.)

___ What time is it? (It's time to get up.)

___ Are you going home now? (No, not yet.)

___ Does he have a job? (Yes, he does. No, he doesn't.)

___ Do you have a key? (No, I don't.)

Outline continued

Lesson 3 WHEN DO YOU STUDY?
WHAT ARE YOU DOING?

Ask and answer:

___ What time / When do you get up? (At 6:00.)

___ What hours/days do you work? (From 8 to 5.)
(Monday through Friday.)

___ What night? (Friday night.)

___ When are you going / will you go to dinner? (At 6:30.)

___ When are you going / will you go to Poi City?
(Saturday.
I'm going / I'll go on Saturday.)

___ What are you doing? (I'm reading.)

___ What is she doing? (She's eating.)

___ What are they doing? (They're walking to work.)

"Doing" Games: Ask and answer:

___ What are you doing? (I'm reading a book.)

___ What is she doing? (She's reading a book.)

___ What am I doing?

___ Are you singing a song? (No, I'm not.
Yes, I'm singing a song.)

___ Name the meals for each time of day.

Outline continued

Lesson 4 YESTERDAY AND TODAY

Ask and answer:

___	What day was	yesterday?	(Wednesday.)
		the day before yesterday?	(Tuesday.)
___	What month was	last month?	(June.)
		the month before last?	(May.)
___	What year was	last year?	(1976.)
		the year before last?	(1975.)
___	Was she sick last week?		(Yes, she was.)
___	Is she sick this week?		(No, she isn't.)
___	Were you tired yesterday?		(Yes, I was.)
___	Are you tired today?		(No, I'm not.)
___	Were you a student last year?		(No, I wasn't.)
___	Are you a student this year?		(Yes, I am.)
___	Were you downtown / at home yesterday?		(Yes, I was. / No, I was at school.)

Lesson 5 REVIEW EXERCISES

Lesson 1 TELLING TIME

DIALOG 1

MW Good morning, Alice.

AC Good morning, Mary.

MW Alice, this is | my husband Richard. |
| my friend ___ ___. |

Richard, this is Alice Chong.

AC Hello, Richard.

I'm glad to meet you.

RW Hello, Alice.

I'm glad to meet you, too.

DIALOG 2

RW Excuse me, Alice.

What time is it, please?

AC It's 7:15.

Where are you going, Richard?

RW I'm going to school.

AC Good-bye, Richard. Bye, Mary.

RW Good-bye, Alice.

MW Good-bye, Alice.

Practice Dialogs 1 and 2 together.

Lesson 1 continued

TALK-AND-LISTEN CARDS

CARD A

Unit II, Dial. 1 & 2

A: Good morning, (B) .

B: .....

A: (B) , this is my friend (C) .

(C) , this is (B) .

B: .....

C: .....

A: Excuse me, (B) , what time is it, please?

B: .....

C: .....

B: .....

C: .....

A: Good-bye, (B) .

CARD B Unit II, Dial. 1 & 2

A: .....

B: Good morning, (A) .

A: .....

B: Hello, (C) . I'm glad to meet you.

C: .....

A: .....

B: It's 7:15. Where are you going, (C) ?

C: .....

B: Good-bye, (C) . Bye, (A) .

C: .....

A: .....

CARD C Unit II, Dial. 1 & 2

A: .....

B: .....

A: .....

B: .....

C: Hello, (B) . I'm glad to meet you, too.

A: .....

B: .....

C: I'm going to school.

B: .....

C: Good-bye, (B) .

A: .....

DIALOG 3

SC Good morning, Mary.

MW Good morning, Suzie.

SC What time is it, please?

MW It's 7:30.

Where are you going?

SC I'm going to work.

Where are yóu going?

MW I'm going to work, tóo.

SC Good-bye, Mary.

MW Good-bye, Suzie.

DIALOG 4

Mary Watanabe is a teacher at Mango Tree Elementary School. She is at her school now. She meets Helen Souza, another teacher.

MW Good morning, Helen.

HS Good morning, Mary.

MW What time is it now?

HS It's 8 o'clock.

MW It's time to go to class.

HS Yes. Let's go.

FREE DIALOG

Two students meet and talk. Student A asks about the time.

PRACTICE SAYING

1	one	11	eleven	21	twenty-one
2	two	12	twelve	22	twenty-two
3	three	13	thirteen	30	thirty
4	four	14	fourteen	40	forty
5	five	15	fifteen	50	fifty
6	six	16	sixteen	60	sixty
7	seven	17	seventeen	70	seventy
8	eight	18	eighteen	80	eighty
9	nine	19	nineteen	90	ninety
10	ten	20	twenty	100	one hundred

thirtéen - thírty (See REF 2-3 for more numbers.)

A What time is it?

B It's one o'clock.

A What time is it?

B It's one fifteen.

A What time is it?

B It's one thirty.

A What time is it?

It's one forty-five.

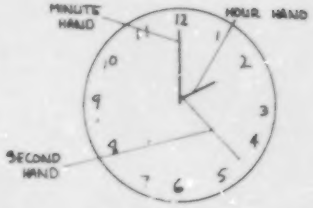
Lesson 1 continued

There are 24 hours in one day.

There are 60 minutes in one hour.

There are 60 seconds in one minute.

This is a clock.



watch

wristwatch

Some clocks and watches don't have a second hand.

A	B
How many hours are there in a day?	There are 24.
How many minutes are there in an hour?	There are 60.
How many seconds are there in a minute?	There are 60.
How many hands are there on this clock?	There are 3.

How many people are there in the room?

How many students are there in the room?

How many teachers are there in the room? There is one.

(Read about TELLING TIME in REF 4-8.)

Practice with a clock with movable hands:

A What time is it? B It's _____.

"TIMING" GAME

Three students play at a time, Student A, Student B, and Student C.

Student A: Name all the students in the room, first and last names, as fast as you can. Before you begin, ask Student B, "What time is it?" When you finish, ask Student B, "What time is it now?"

Student B: Use a watch with a second hand and time Student A.

Student C: Listen to Student A to check if all the names are correct.

How many seconds did Student A take to say all the names?

(Tr1)

ASSIGNMENTS

1. Practice asking the time and telling the time. Before you come to class next time, ask three native English speakers the time.

2. Call the time on the telephone. Dial this number: 543-3211. You will hear a recording which will tell you the time. Practice calling this number every day until you can understand the recording perfectly.

   The telephone number for the time of day can be found in any telephone directory in any city.

3. Listen to English radio programs. Do the radio broadcasters use a.m. and p.m. when they give the time? Write down what you hear when the time is given. Usually the time is given very often in the mornings. Why is this?

(Tr2)

(See REF 9 for MILITARY TIME.)
(For expressions about time, see REF 10-11. (Tr3))

Lesson 2 DAYS AND MONTHS
WHAT TIME ARE YOU GOING HOME?

PRACTICE SAYING

These are the days of the week:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

(See REF 12 for abbreviations for the days.)

Today is (Tuesday) .

Tomorrow is (Wednesday) .

The next day is (Thursday) .

The day after tomorrow is (Thursday) .

What day is today? Today is _____. It's _____.

What day is tomorrow?

What day is the next day?

What day is the next day?

How many days are there in a week?

Name each day as fast as possible, going around the class: Student A says "Sunday", Student B says "Monday", etc., If needed, go around the class until each student has said every day of the week.

This is a calendar:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Lesson 2 continued

These are the months of the year:

January	July	(See REF 12
February	August	for abbreviations.)
March	September	
April	October	
May	November	
June	December	

This month is _____.

Next month is _____.

The next month is _____.

A	B
What month is this?	It's _____.
What's next month?	
What's the next month?	
What's the next month?	

How many months are there in a year?

Name the months, going around the class.

What year is this? It's _____.

What's next year?

What's the next year?

What's the date today? It's (month) (day no.), (year) .

How many days are there in this month?

How many days are there in May?

How many days are there in June?

DIALOG 5

AC Good morning, Richard.

RW Good morning, Alice.

AC Excuse me, what time is it?

RW It's 10 minutes after 8.

AC What time are you going to school?

RW At 8:30.

AC Do you have a class at 8:30?

RW No. I have a class at 9:00.

DIALOG 6

RW Where are you going now?

AC I'm going to the manager's apartment.
I don't have a key.

RW Oh. Have a good day, Alice.

AC Thank you, Richard. You have a good day, too.

Practice Dialogs 5 and 6 together.

DIALOG 7

Mr. Lee is the manager of the Hibiscus Court Apartments. Alice goes to Mr. Lee's apartment and knocks on the door. Mr. Lee opens the door.

AC Good morning, Mr. Lee.

MrL Good morning, Miss Chong.
Can I help you?

AC Yes, Mr. Lee.
I don't have a key for my apartment.

MrL You don't?
Does your sister have a key? EXTRA

AC Yes, she does, but I don't.

MrL I'll bring you a key.

AC What time are you bringing the key?

MrL How about 11 o'clock?

AC That's OK.
Thank you, Mr. Lee. Good-bye.

MrL Good-bye, Miss Chong.

Do Dialog 7, first without the EXTRA section, then with the EXTRA section.

DIALOG 8

Suzie is ready to go to work. Alice is still sleeping.

SC Good morning, Alice. It's time to get up.

AC What time is it?

SC It's 7:15.

AC What time are you going to work?

SC At 7:30.

Come on now. Get up!

AC I'm getting up.

SC OK.

DIALOG 9

It's afternoon. Mary is at Mango Tree Elementary School.

MW Hi, Helen.

HS Hi, Mary.

MW Are you going home now?

HS No, not yet.

MW What time are you going home?

HS At 3:30.

Are you going home now?

MW Yes. Bye, Helen.

HS Bye-bye, Mary.

FREE DIALOG

Have conversations about time and activities. Use any sentences you know that are appropriate. (Tr4)

PRACTICE SAYING

A	B
What time is it?	It's 6:30 in the morning. It's time to get up.
What time is it?	It's 7 a.m. It's time to go to work.
It's time to go to school. What time is it?	It's _____.
It's time to go to class. What time is it?	
It's time to go home. What time is it?	

DO NOT SAY: It's time to go to home.

Do you have the time? What time is it?	Yes. It's two o'clock. It's two o'clock.
Do you have a key?	No. No, I don't. No, I don't have a key.
Does your sister have a key?	Yes. Yes, she does. Yes, she has a key.
Does Mrs. Lee have a key?	No. No, she doesn't. No, she doesn't have a key.
Does Suzie Chong have a job?	Yes. Yes, she does. Yes, she has a job at City Hall.
Does Mrs. Lee have a job?	No. No, she doesn't. No, she doesn't have a job.

Ask each other:

Does Mr. ____ have a pencil?

Does Mrs. ____ have a dictionary?

Does Miss ____ have a sweater?

Lesson 8 WHEN DO YOU STUDY?
WHAT ARE YOU DOING?

DIALOG 10

Victoriano Cruz lives with Jim Johnson in apartment 206. Suzie meets Victoriano on the first floor in the morning.

SC Hi, Victoriano.

VC Hi, Suzie.

SC Victoriano, are you a student?

VC Yes. I'm a student at Tamarind Community College.

SC Do you have a job, too?

VC Yes. I have a job at Opunui Restaurant.

DIALOG 11

SC Are you a cook?

VC No, I'm not a cook!

I'm a waiter. I wait on tables.

EXTRA

A COOK

SC Do you work in the evening?

VC Yes, I go to work at 4:30 in the afternoon.

SC What time do you come home?

VC At 9:30 or 10:00 at night.

SC Oh, that's late!

See you later, Victoriano.

VC Yeah, see you later, Suzie.

A WAITER

Practice Dialog 11, first without the EXTRA section, then with the EXTRA section.

Practice Dialogs 10 and 11 together.

DIALOG 12

Alice is walking on Banyan Tree Street. She meets Victoriano.

AC Good afternoon, Victoriano.

VC Good afternoon, Alice.

AC What time is it, please?

VC It's 4:00.

AC Where are you going?

VC I'm going to work.

AC Where do you work?

VC At Opunui Restaurant.

Where are you going?

AC I'm going home.

VC OK, bye, Alice.

AC Bye, Victoriano.

DIALOG 13

Alice meets Richard.

AC Good afternoon, Richard.

Are you going to work?

RW Good afternoon, Alice.

Yes, I'm going to work.

AC What hours do you work?

RW I work from 5:00 to midnight, six nights a week.

AC When do you study?

RW In the afternoon.

Lesson 3 continued

PRACTICE SAYING

A	B
What time do you get up?	At _____.
When do you get up?	
When do you go to work?	
When do you go to school?	
When do you study?	
When do you eat breakfast?	In the morning. At 7:00. / At 7 a.m.
When do you eat lunch?	At noon. At _____.
When do you eat dinner?	In the evening. At _____.

Do you have a snack in the afternoon?

What time do you have your snack?
When

Breakfast is the morning meal,
the first meal of the day.

Lunch is the noon meal.

Dinner/Supper is the evening meal.

What hours do you work? From _____ to _____.

What hours do you go to school?

What hours do you have classes? From _____ to _____.
9:00, 10:00 and 2:00.

What days do you go to school? Monday, Wednesday, Friday.
Monday through Friday.

Monday through Friday = Monday, Tuesday, Wednesday, Thursday, Friday.

What days do you work?

TALK-AND-LISTEN CARDS

CARD A

Unit II Les. 3
When

A: When do you | get up?
go to work?
go to school?
study at home? |

B: .....

A: When do you eat | your snack?
breakfast?
lunch?
dinner? |

B: .....

CARD B

Unit II Les. 3
When

A: .....

B: At _____.

A: .....

B: | At _____ in the evening.
At _____ in the morning.
At 12:00 noon.
At _____. |

CARD A

Unit II Les. 3
What hours

A: What | hours
days | do you | work?
study at home?
go to school?
have classes? |

B: .....

CARD B

Unit II Les. 3
What hours

A: .....

B: | From _____ to _____.
_____ through _____.
_____. |

TALK-AND-LISTEN CARDS

CARD A

Unit II Les. 3
Times of day

A: Good afternoon, B.
Good evening, B.
Good morning, B.

B: .....

A: What time is it?

B: .....

A: Where are you going?

B: .....

A: Oh. Good night, B.
Good-bye, B.

CARD B

Unit II Les. 3
Times of day

A: .....

B: Good morning, A.
Good evening, A.
Good afternoon, A.

A: .....

B: It's 7 p.m.
It's 2:30.
It's 7 a.m.

A: .....

B: I'm going to class.
I'm going home.
I'm going to work.

A: .....

B: Good-bye, A.
Good night, A.

PRACTICE SAYING

She's studying.

She's studying her lesson.

He's reading.

He's reading his book.

They're singing.

They're singing a song.

She's eating.

She's eating breakfast.

DIALOG 14

It's Saturday morning in Tamarind City.

VC What are you doing, Jim?

JJ I'm eating my breakfast.

What are you doing?

VC I'm studying.

JJ Are you going to school today?

VC No, I'm staying { home. / at home. }

PRACTICE SAYING

A What are they doing?

B They're sitting.

They're sitting in class.

A What is he doing?

B He's sitting in the bus.

He's riding on the bus.

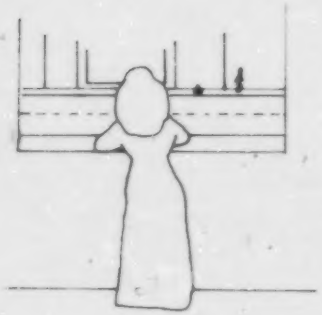
A What is she doing?

B She's walking.

She's walking on the street.

She's walking to work.

Study more activities with pictures.



DIALOG 15

AC What are you doing, Suzie?

SC I'm looking out the window.

There's Richard.

AC What's he doing?

SC He's walking on the street.

AC Where's he going?

SC I don't know.

Lesson 3 continued

"DOING" GAMES

GAME 1

Student A acts out an activity (for example, reading, walking, or eating).

Student B asks: What are you doing?

Student A answers: I'm _____. (Name the activity.)

Student C asks Student B: What is she/he doing?

Student B answers: She's/He's _____.

GAME 2

Student A acts out an activity.

Student A asks: What am I doing?

Student B asks: Are you _____? (Name an activity.)

Student A answers: Yes, I'm _____.

or No, I'm not.

Student B or other students ask until Student A can answer:

Yes, I'm _____.

(See REF 13 for PEOPLE DOING THINGS.)

FREE DIALOG

Talk about time and what you're doing.

DIALOG 16

It's 7:30 p.m. Alice is coming home. She meets Victoriano on Nene Street.

VC Good evening, Alice.

AC Good evening, Victoriano.

VC Are you working this week?

AC No, not yet.

VC When are you starting your job?

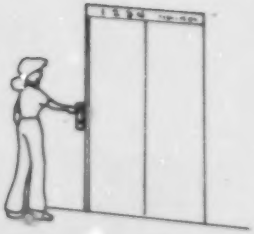
AC Next week.

VC Oh, good. Good-bye, Alice.

AC Bye, Victoriano.

DIALOG 17

Alice goes into the Hibiscus Court Apartments and goes up the elevator. She meets Mary on the 4th floor.



MW Hi, Alice.

AC Hi, Mary.

MW When are you starting work?

AC Next week.

I'm starting | my job / work | at the hospital next week.

MW Good luck, Alice.

AC Thank you, Mary.

See you later.

MW See you later, Alice.

DIALOG 18

Alice goes into her apartment.

AC Hi, Suzie. I'm home.

SC Oh, good. You're back.

AC What are you doing?

SC I'm writing on the calendar.
Jim and I have a date next week.
We're going to dinner.

AC What night?

SC Friday night.

AC Oh, great.

Lesson 3 continued

PRACTICE SAYING

A		B
When are you starting will you start	your job? work?	Next week. On Monday. I'm starting next week. I'll start next week.
When is your first day?		
What is the first day on your job? When		
When are you going When will you go	to dinner?	At 6:30. I'm going at 6:30. I'll go at 6:30.
When are you going When will you go	to Poi City?	Next Saturday. On Saturday. Saturday. I'm going next Saturday. I'll go on Saturday. Saturday. Tomorrow.
When are you going When will you go	home? downtown?	At 4:30.
When are you going When will you go	to Honolulu?	Next month.
	to California?	Next year.
	to Makaha? to Sea Life Park? to Ala Moana? to the beach?	Tomorrow. On Saturday.

at the beach

Lesson 4 YESTERDAY AND TODAY

PRACTICE SAYING

Today is (Tuesday) , (March) (15) .

Yesterday was (Monday) , (March) (14) .

A What day is today? B Today is / Today's / It's _____.

A What day was yesterday? B Yesterday was / It was _____.

The day before yesterday was (Sunday) .

Yesterday Richard was sad.

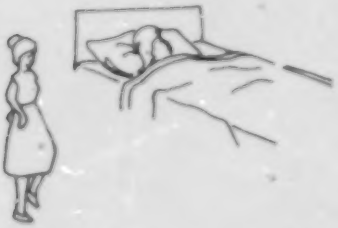
Today he's happy.

Yesterday Mary was tired.

Today she's OK.

Last week Mrs. Lee was sick.

This week she's well.



Yesterday Alice's dress was dirty.

Today | her dress is | clean.
| it's

Last year Suzie's sweater was new.

This year | her sweater is | old.
| it's

DIALOG 19

SC Oh, Alice, your dress is so pretty!

AC Thank you, Suzie.
Yesterday it was so dirty!

SC But it's clean now.

AC Your sweater's pretty, Suzie.

SC But it's so old!
I don't have a new sweater.

DIALOG 20

AC Good morning, Mary.

MW Good morning, Alice.

AC How are you this morning?

MW I'm fine, thanks.

AC That's good. Were you tired yesterday?

MW Yes, I was tired.

DIALOG 21

AC Good morning, Mr. Lee.

MrL Good morning, Miss Chong.

AC Was Mrs. Lee sick last week?

MrL Yes, but she's well now.

AC Oh, that's good.

PRACTICE SAYING

A	B
Were you tired yesterday, Mary?	Yes, I was tired yesterday.
Are you tired today?	No, I'm not tired today.
Were you happy yesterday, Richard?	No, I wasn't happy yesterday.
Are you happy today?	Yes, I'm happy today.

Student A asks: Were you		
	sad	yesterday?
	happy	last week?
	tired	last Friday?
	OK	Monday?
	sick	
	well	

Student B answers with a long answer.

This month is (March) .

Last month was (February) .

The month before last was (January) .

This year is (1977) .

Last year was (1976) .

The year before last was (1975) .

The last two years were (1976) and (1975) .

What month was last month?

What year was last year?

Last month Alice was a student.
She was a nursing aide student.

This month she's a nursing aide.

Last year Mary was a student. This year she's a teacher.

DIALOG 22

MrL Miss Chong, are you a nursing aide?

AC Yes, Mr. Lee, I'm a new nursing aide.

EXTRA

MrL Oh, a new nursing aide, huh?

AC Yes, Mr. Lee.

MrL Were you a nursing aide last month?

AC No, I was a student.

Practice Dialog 22, first without the EXTRA section, then with the EXTRA section.

PRACTICE SAYING

A	B
Are you a student now?	Yes, I'm a student.
Were you a student last week?	Yes, I was a student last week.
Were you a student last month?	
Were you a student last (January) ?	No, I wasn't a student _____.
Were you a student last year?	
Are you a nursing aide now?	
Were you a nursing aide last week?	
Were you a nursing aide last month?	
Were you a nursing aide last (January) ?	
Were you a nursing aide last year?	

Student A asks: Were you | a student / a nursing aide / a teacher | | last week? / last month? / last year? |

Student B answers with a long answer first.
Next, use short answers.

Were you | downtown / at home / at school / at work / at the beach | yesterday? | Yes, / No. | I was | downtown. / at home. |

Lesson 5 REVIEW EXERCISES

Students close all books and notebooks.

ANSWERING QUESTIONS

Students should be able to answer correctly with little hesitation.

1. Use a clock with movable hands.

What time is it? (It's _____.)

2.

How many	hours	are there in	a day?
	minutes		an hour?
	seconds		a minute?
	days		one week?

How many	students	are there in the room?
	teachers	
	people	
	chairs	
	windows	
	dictionaries	

3. Each student should be able to name all the days and months.

What are the days of the week?

What are the months of the year?

What year is this?

4. Does A* have a pen? (Yes, she/he has a pen.)
(No, she/he doesn't have a pen.)

*Another student in the class, by name.

Lesson 5 continued

ASKING AND ANSWERING QUESTIONS

Student A asks Student B, Student B asks Student C, etc., for each question.

1. Does _____ have a pen?

(Yes, she/he does.)

(No, she/he doesn't.)

2. Were you a student last year?

(Yes, I was a student last year.)

(No, I wasn't a student last year.)

3. Were you | sad / happy / tired / OK / sick / well | yesterday?

(Yes, I was _____ yesterday.)

(No, I wasn't _____ yesterday.)

SITUATION DIALOGS (Tr5) Use individual cards.

Situation II - 1

A It's morning. You meet a friend.
You greet your friend.
You ask the time.
You ask where your friend is going.
Then you part.

B It's 7:30 in the morning. You are going to work. You meet a friend. Your friend greets you.

Situation II - 2

A It's morning. You are at school. You meet a friend.
You greet your friend.
You ask the time.
You ask what time your friend is going to class.
Then you part.

B It's 8:00 in the morning. You are at school. You have a class at 9:30. You meet a friend. Your friend greets you.

Situation II - 3

A It's afternoon. You are at work. You meet a friend.
You greet your friend.
You ask the time.
You ask what time your friend is going home.
You tell your friend you are going home at 4:30.
Then you part.

B It's 3:30 in the afternoon. You are at work. You meet a friend. Your friend greets you.

Lesson 5 continued

Situation II - 4

A You are at school. You meet a friend.
You greet your friend.
You ask how your friend is.
You ask when your friend is going to Ala Moana.
Then you part.

B Today is Tuesday. You're going to Ala Moana on Saturday.
You're at school now. You meet a friend. Your friend greets you.

Situation II - 5

A You are eating lunch. You see a friend.
You greet your friend.
You ask if your friend has a job.
You ask when your friend goes to work.
You ask what hours your friend works.
You ask when your friend goes to lunch.
Then you say good-bye.

B You have a job. You go to work (leave home) at 6:30 in the morning. You work from 7:00 to 3 p.m. You go to lunch at 11:30. At lunch you meet a friend. Your friend greets you.

UNIT III

NEEDING BREAD

PREVIEW

This unit tells you the names of different kinds of food. It tells you how to talk about money and prices and buying groceries.

You will learn how to invite someone to dinner and to talk about the things you like and need and want.

Finally, you will learn to identify the dishes you use in eating and to identify colors.

UNIT III OUTLINE

These are the lessons you are going to study in Unit III. When you finish each lesson, check the items you can do.

Lesson 1 WHAT DO YOU LIKE?

___ Invite someone to dinner. (Have dinner with me.)

Ask and answer:

___ What shall we have? (Let's have rice.)

___ What's the day after tomorrow? (It's Friday.)

___ What was the day before yesterday? (It was Monday.)

___ What do you like? (I like fish.)

___ Do you like chicken? (Yes.)

___ Do you like to eat/drink ___? (Yes, I do.
No, I don't.)
(I do, too.
I don't, either.)

Lesson 2 WHAT DO WE NEED?

Ask and answer:

___ Do we have enough rice? (Let's see. Yes, we do.)

___ Do we need more rice? (No, we don't.)

___ What do we need? (We need chicken,
but we don't need rice.)

___ What do we need to buy? (We need to buy ___.)

"Plan Meals" Games:

___ Make a list of food for breakfast, lunch, and dinner.

___ Write down the foods you need to buy.

Outline continued

Lesson 3 HOW MUCH MONEY DO YOU HAVE?
HOW MUCH ARE THE BANANAS?

Ask and answer:

___ How much money do you have? (I'll count it.
I have $22 and some change.)

___ How much money is | a nickel? / a 5-dollar bill? | (| 5 cents. / 5 dollars. |)

___ What are you | buying? / getting? | (I'm | buying / getting | rice.)

___ How much are you getting? (A 5-pound bag.)

___ How much does the rice cost? (It costs 41¢ a pound.)

___ How much is | the rice? / the 10-pound bag? | (It's | 41¢ a pound. / $4.10. |)

___ How much do the bananas cost? (They cost 33¢ a pound.)

___ How much are the bananas? (They're 33¢ a pound.)

"Noun Rummy" Game: Ask and answer:

___ Do you have a cup? (Yes, I have one.
No, I don't have one.)

___ Do you have some rice? (Yes, I have some.
No, I don't have any.)

Assignment:

___ Go to the store and find out some prices.

Lesson 4 WHAT DO YOU WANT?

___ Name all the dishes in the lesson.

___ Name the colors in the lesson.

Outline continued

(Lesson 4 continued)

Ask and answer:

___ Do you want a pen? (Yes, please. No, thank you.)

___ Do you want some pencils?

___ Do you want some paper?

___ Do you want tea or coffee? (I'll have tea, please. I want tea, please.)

___ Do you want apples or bananas? (I want apples.)

___ Do you want an apple or a banana? (I'll have an apple.)

___ What do you want? (I want some salad.)

___ Did you have enough chicken? (Yes, thank you. I'll have some more, thank you.)

___ Did you like the dinner? (Yes, I did. No, I didn't.)

"Color" Game: Ask and answer:

___ Is this pen red or blue? (It's red.)

___ What color is this pen? (It's red.)

Lesson 5 REVIEW EXERCISES

Lesson 1 WHAT DO YOU LIKE?

DIALOG 1

It's Saturday morning in Tamarind City. Alice is in Mary's apartment. They're sitting and talking and drinking coffee.

AC What are you doing Sunday night, Mary?

MW Oh, I don't know.

AC Come over to our apartment, OK?

MW OK.

AC Have dinner with Suzie and me.

MW Richard and I will be happy to do that.

AC We'll be happy to have you.

MW What time?

AC How about 6:30?

MW That's fine.

FREE DIALOG

Invite (ask) another student for dinner or lunch or a snack.

Lesson 1 continued

DIALOG 2

Alice goes home. Suzie is reading a book.

AC Hey, Suzie!

Mary and Richard are coming over tomorrow night.

SC Oh, good.

AC They're coming to dinner.

SC Oh, I'm glad.

What time?

AC At 6:30.

SC Let's write it on the calendar.

AC O.K.

DIALOG 1

SC What shall we have for dinner?

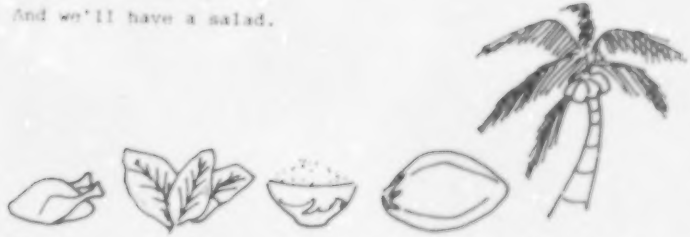
AC Let's have chicken and spinach on rice.

SC With coconut milk?

AC Yes. Chicken luau.

SC That will be good!

AC And we'll have a salad.



DIALOG 4

SC I like chicken luau.

It's so good!

AC I do, too.

SC Do Mary and Richard like chicken luau?

AC I don't know.

SC Let's have it, anyway.

It'll be good.

PRACTICE SAYING

"What are you doing Sunday night?"
"What are you doing Sunday evening?" } the same meaning

Tonight is (Monday) night.

A	B
What's tonight?	It's (Monday) night.
What's tomorrow night?	It's (Tuesday) night.
What's the next night?	It's (Wednesday) night.
What's the day after tomorrow?	It's (Wednesday).
What was last night?	It was (Sunday) night.
What was the night before?	It was (Saturday) night.
What was the day before yesterday?	It was (Saturday).

What's | tonight? / tomorrow night? / the next night? |

What was | yesterday? / last night? / the day before? / the night before? / the night before last? |

FOOD

(See KINDS OF FOOD, REF 14-17.)
Bring pictures of food to class and talk about them.

What do you like?

I like	chicken fish rice salad vegetables	for dinner.

I like	salad soup salmon French fries fruit	for lunch.

I like	an apple a banana a sandwich a hamburger a hotdog	for lunch.

I like	ice cream cake jello fruit cookies a cooky an apple	for dessert.

I like	coffee tea milk water fruit juice	to drink.

I like to drink	coffee. tea. milk. water. fruit juice.

DO YOU LIKE___?

A	B
Do you like chicken?	Yes. Yes, I do. Yes, I like chicken.
Do you like salad?	No. No, I don't. No, I don't like salad.

Do you like ice cream for dessert?
Yes, I like ice cream for dessert.

Do you like jello for dessert?
No, I don't like jello for dessert.

Do you like | apples? | Yes, I like | apples. |
| cookies? | | cookies. |
| bananas? | | bananas. |

Do you like | an apple | for lunch?
| a banana
| a cooky
| cookies

A	B	C
Do you like ____?	Yes, I do. No, I don't.	I do, too. I don't, either.

Do you like to drink | coffee?
| tea?
| milk?
| water?
| fruit juice?

Do you like to eat | chicken?
| fish?
| ice cream?
| vegetables?
| apples?
| sandwiches?
| hotdogs?

Lesson 2 WHAT DO WE NEED?

DIALOG 5

Mary and Richard are coming to Alice's apartment Sunday night. They're coming to dinner. Alice and Suzie are having chicken luau for dinner. They're planning the meal.

SC Do we have enough food?

AC Let's see.
Do we have coconut milk?

SC Yes, we do.

AC Do we have chicken?

SC No. We need chicken.

AC Do we have spinach?

SC No. We need spinach.

AC Do we have rice?

SC Yes, but we don't have enough rice.
We need more rice.

DIALOG 6

AC I'm writing a list.
What do we need?

SC We have coconut milk.
We don't need coconut milk.
But we need chicken, and we need spinach.

AC Chicken, spinach.

SC We need more rice.

AC Rice.

SC And we need vegetables for salad.

AC Yes. What shall we have in the salad?

SC Let's have lettuce and cucumbers and tomatoes.

AC OK. Lettuce, cucumbers, tomatoes.

SC We have lettuce.

AC Oh, We don't need lettuce.

Lesson 2 continued

DIALOG 7

SC Alice, let's have wine with dinner.

AC Alright.

SC What shall we have for dessert?

AC Let's have ice cream.

SC Ice cream and fruit.

AC OK. What kind of fruit?

SC How about strawberries?

AC That will be good.

SC And we'll have coffee with dessert.

DIALOG 8

AC I'm writing "ice cream" and "strawberries" on the list.

SC Don't forget wine.

AC Oh yes! Wine.
Now we have a list of food.

SC Do we need all that food?

AC Yes, we need to buy all that food.

Practice Dialogs 6, 7 and 8 together.

What do Alice and Suzie have on their list of food?
Make a list on the blackboard.

TALK-AND-LISTEN CARDS

CARD A — Unit III Les. 2

A: What shall we have for | a snack? / dinner? / lunch? |

B: .....

A: What shall we have to drink?

B: .....

A: Alright.

CARD B — Unit III Les. 2

A: .....

B: Let's have | apples. / chicken. / cookies. / fish. / saimin. / sandwiches. |

A: .....

B: Let's have | coffee. / coke. / lemonade. / milk. / tea. |

A: .....

Lesson 2 continued

"PLAN MEALS" GAMES

GAME 1

Divide into groups and plan meals. Each group (3 or 4 students) should plan one breakfast, one lunch, and one dinner. Use the lists of KINDS OF FOOD in your reference book (REF 14-17). Add other foods you know.

What shall we have for breakfast?

Let's have _____.

Make a list of the foods you need for your meals.
(Tr1)

GAME 1a

In your group, write the name of each food on a separate card. Mix the cards and divide them in two stacks. One stack is the food you have. The other stack is the food you don't have. (Tr2)

Student A has the list of foods from Game 1 and asks Student B:

Do we have _____?

Student B has the cards of "have" foods, and answers:

Yes, we have _____.

We don't need _____.

or

No, we don't have _____.

We need _____.

After Student A finishes the list, Student A asks Student B:

What do we need?
What do we need to buy?

Student B answers from the cards of "have not" foods:

We need to buy _____, _____, ...

Write down the foods you need to buy.

Lesson 3 HOW MUCH MONEY DO YOU HAVE?
HOW MUCH ARE THE BANANAS?

DIALOG 9

It's Saturday afternoon in Tamarind City.

SC We need to buy the food for tomorrow.

We need to go to the store.
to the supermarket.

AC I'll be glad to go to the store.

I'll get the food.
the groceries.

SC Do you have the list?

AC Yes. It's here.

DIALOG 10

SC Do you have money?

AC Yes. It's in my bag.

SC How much money
do you have?

AC I don't know.

I'll count it.

SC Do you need more money?

AC I have twenty-two dollars,
and some change.

SC Oh, that's enough.

Practice Dialogs 9 and 10 together.

PRACTICE SAYING

(Study REF 18-20, MONEY.)

Practice with real money:

A	What's this?	B	It's
			a penny.
			a nickel.
			a dime.
			a quarter.
			a half dollar.
			a dollar bill.
			a five-dollar bill.

A	How much money is it?	B	It's
			one cent.
			five cents.
			ten cents.
			twenty-five cents.
			fifty cents.
			one dollar.
			five dollars.

With real money, ask:

A				B
How many	pennies / dimes	are there?		(Three.)
How much money is it.				(Three cents.) / (Thirty cents.)
How many	nickels / dimes / quarters / half dollars / dollar bills	are there?		
How much money is it?				
How many five-dollar bills are there?				(Two.)
How much money is it?				(Ten dollars.)

Lesson 3 continued

DIALOG 11

Alice is going to the grocery store. She meets Jim.

AC Hi, Jim.

JJ Hi, Alice.

AC Where are you going?

JJ To the supermarket.

Where are you going?

AC I'm going to the supermarket, too.

I'm buying some food for tomorrow.

DIALOG 12

JJ What are you buying?

AC Here's my list.

I'm buying chicken and spinach and cucumbers

and tomatoes and strawberries and ice cream and wine,

and - let's see - oh yes, rice.

What are you buying?

JJ I'm buying food for next week.

I'm buying eggs and bread and other things.

AC Here's the store.

Let's go in.

Practice Dialogs 11 and 12 together.

FREE DIALOG

Talk about going to the grocery store and what you're going to buy.

Lesson 3 continues.

DIALOG 13

Alice and Jim are in the supermarket. They're buying groceries.

JJ What are you getting first?

AC I'm getting the rice first.
I'll get

JJ How much are you getting?

AC I'm getting a five-pound bag.
I'll get

JJ The rice is over there.
Let's go over there.

AC Here's the rice.

DIALOG 14

JJ How much does the rice cost?

AC The five-pound bag is $2.30. (two dollars and 30 cents)
two thirty

JJ How much is the ten-pound bag?

AC It's $4.10. (It's four dollars and ten cents.)
It's four ten.

JJ That's 41 cents a pound.

AC And the five-pound bag is 46 cents a pound.

JJ Get the ten-pound bag. It's cheaper.

AC But it's too heavy!

PRACTICE SAYING

33¢ / lb. 25¢ / lb. 22¢ / lb.
$1 / 5-lb. bag

56¢ a box .97 | a dozen / a carton | $2.13 / lb.

A		B	
How much are	the bananas?	They're	33 cents a pound.
	the carrots?		25 cents a pound.
	the potatoes?		22 cents a pound or a dollar for a 5-pound bag.
	the eggs?		97 cents a dozen.
	the cookies?		56 cents a box
	the pork chops?		two thirteen a pound.

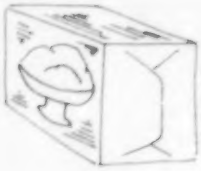
How much are they? They're _____.

How much do | the bananas / the carrots / the potatoes / the eggs / the cookies / the pork chops | cost? They cost 33 cents a pound.

28¢ / lb.

.39 / lb.

$2.30 / 5-lb. bag



$1.18 a carton

52¢ / qt.

$1.69 / lb.

A

How much is	the pineapple?	It's	28 cents a pound.
	the celery?		39 cents a pound.
	the rice?		two 13 for a 5-pound bag.
	the ice cream?		a dollar 18 a carton.
	the milk?		55 cents a quart.
	the pork?		one 69 a pound.

How much is it? It's _____.

How much does	the pineapple	cost?	It costs 28 cents a pound.
	the celery		
	the rice		
	the ice cream		
	the milk		
	the pork		

ASSIGNMENT

Go to the supermarket with the class, or as a homework assignment. Find out the prices of certain items. Write them down. Your teacher will tell you what items.

PRACTICE SAYING

A	B
I want some bananas, please.	How many?
I want some apples. some strawberries. some carrots. some tomatoes. some cucumbers. some potatoes. some cookies. some eggs. some pork chops.	
I want some rice, please.	How much?
I want some celery. some spinach. some ice cream. some milk. some wine. some pork. some chicken. some bread.	

I don't want a banana. I don't want one.

I don't want any bananas. I don't want any.

I don't want any rice. I don't want any.

A	B
Do you have a banana?	Yes, I have one.
	No, I don't have one.
Do you have some bananas?	Yes, I have some.
	No, I don't have any.
Do you have some rice?	Yes, I have some.
	No, I don't have any.

"NOUN RUMMY" GAME

Choose items from both lists below and write the items on cards. Write each item on a separate card. For example:

Make four cards for each item: Each item will be a set of four. Choose enough items so that each student will have at least 5 or 6 cards.

How to Play: Mix the cards and deal them all out so that every student has the same number of cards.

Student A asks any other student for an item that A already has:
Do you have a _____?
Do you have some _____?

If A asks correctly and the other student has the item, the other student says:
Yes, I have one.
Yes, I have some.
and gives the card to A. A can continue to ask any student for an item A already has.

If the other student doesn't have the item, the other student says: No, I don't have one.
No, I don't have any.
Then it's B's turn to ask any student for an item B already has.

If A asks incorrectly (Do you have some cup? Do you have a rice?), the other student says, "No, I don't have one/any." and it's B's turn to ask.

When A has all four cards for an item, A puts that set aside. The player with the greatest number of complete sets wins the game. (Try!)

List 1

cup	bag	
glass	book	
bowl	banana	
dish	apple	
plate	grape	
spoon	strawberry	
fork	radish	
knife	carrot	
pencil	bean	
notebook	cooky	

List 2

rice		lettuce
bread		fruit
cereal		water
oatmeal		juice
soup		tea
meat		coffee
seafood		milk
spinach		sugar
parsley		salt
celery		flour

Lesson 4 WHAT DO YOU WANT?

DIALOG 1

It's Sunday in Tamarind City. Alice and Suzie are getting dinner ready.

AC What are you doing, Suzie?

SC I'm cutting vegetables for the salad.

What are you doing?

AC I'm cooking the chicken and spinach.

I'll cook the rice next.

SC I'll wash the strawberries.

Will you cut them?

AC Yes. I'll cut them.

FREE DIALOG

Talk about the picture.

DIALOG 16

SC How many people for dinner?

AC There'll be four of us.

SC We'll need four plates,

four forks, and four spoons.

AC We don't need knives.

SC And we don't need chopsticks.

DIALOG 17

AC We need glasses for wine.

SC Four small glasses for wine

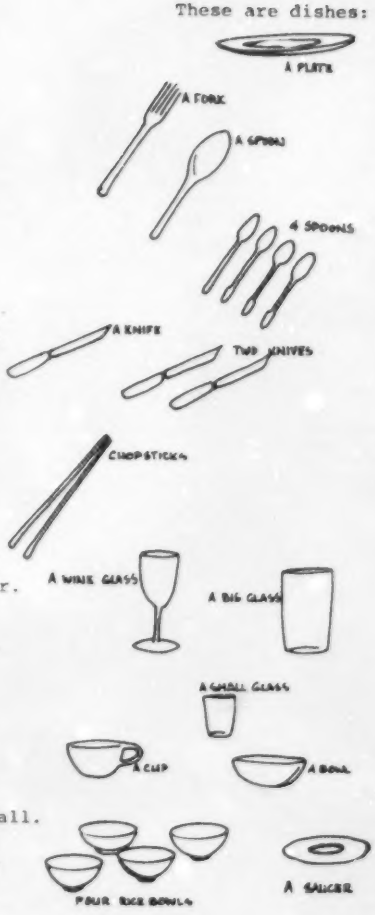
and four big glasses for water.

AC We need four cups for coffee.

SC And four bowls for dessert.

AC Is that all?

SC We need napkins. And that's all.



Practice Dialogs 16 and 17 together.

DIALOG 18

It's Sunday evening. Mary and Richard are in Alice's apartment. They are having dinner with Alice and Suzie.

AC Richard, please have some chicken.

RW Thanks, I will.

AC Mary, here's your wine.
Do you want some water, too?

MW Yes, please.

AC Richard, do you want some water?

RW No, thank you.

SC Richard, do you want some pickles?

RW Yes, please.

SC Mary, what do you want?

MW I'll have some more salad, please.

DIALOG 19

SC We're having ice cream and strawberries for dessert.
Mary, do you want tea or coffee?

MW I want coffee, please.

SC Richard, do you want tea or coffee?

RW I'll have coffee, thank you.

SC Alice, what do you want?

AC I want tea, please.

SC Alright. And I'll have coffee.
That's three coffees and one tea.

Practice Dialogs 18 and 19 together.

PRACTICE SAYING

A	B
Do you have a dictionary?	No, I don't
Do you want a dictionary?	Yes, please.
Do you want a pen? / a notebook? / a glass? / a spoon?	No, thank you.
Do you want some pens? / some notebooks? / some glasses? / some spoons? / some chopsticks?	
Do you want some paper? / some chalk? / some water? / some lunch?	
What do you want?	I want a spoon. / some forks.

A	B
Do you want a pen or a pencil?	I want a pen.
Do you want a book / an apple / a sandwich or a notebook? / a banana? / a hamburger?	
Do you want pens / books / apples / sandwiches or pencils? / notebooks? / bananas? / hamburgers?	I want pens.
Do you want paper / tea / milk / rice / lettuce or chalk? / coffee? / water? / meat? / celery?	I want paper.
Do you want lunch or dinner at 12 noon?	I want lunch.

DIALOG 20

SC Mary, did you have enough chicken?

MW Yes, thank you.

SC Richard, how about you?
Did you have enough chicken?

RW I'll have some more, thank you.

SC Here you are.
Do you want some more salad, too?

RW No, thank you. I have enough.

FREE DIALOG

Have the other students for dinner. Serve them food.

DIALOG 21

Mary and Richard come home after the dinner at Alice's.

MW Did you like the salad, Richard?

RW Yes, I did. I liked the salad.

MW Did you like the chicken luau?

RW Yes, I liked the chicken luau.
Did you?

MW Yes, I did.

RW It was a good dinner.

DIALOG 22

RW Did you like the pickles?

MW No, I didn't.

I didn't like the pickles. They were sour.

Did you?

RW Yes, I did. I like sour pickles.

MW I like sweet pickles.

RW The strawberries were sweet.

MW Yes. I liked the strawberries and ice cream.

RW It was a good dessert.

"COLOR" GAME

Turn to the color chart, REF 21.

In the class, have a set of colored pencils or crayons. Have as many colors as possible. Talk about the colors.

Is this pencil red or brown?

What color is this pencil?

Fill in the right colors in the right places on your color chart.

Lesson 5 REVIEW EXERCISES

Students close all books and notebooks.

ANSWERING QUESTIONS

1. What do you like | for breakfast? / for lunch? / for dinner? / for dessert? | (I like ___ (for ___).)

2. Do you like | lemonade? / coffee? / milk? / beer? / wine? | (Yes, I like ___.) (No, I don't like ___.)

   Do you like to eat | fish? / salad? / jello? / fruit? / eggs? | (Yes, I like to eat ____.) (No, I don't like to eat __.)

3. Quick review of money. Students should be able to answer correctly with little hesitation.

   What's this? (It's a (dollar bill).)

   How much money is it? (It's (one dollar).)

4. Do you have a | fork? / plate? / cup? / strawberry? / pickle? | (No, I don't have one.)

5. Do you want | a: carrot? / banana? / cooky? / dictionary? / spoon? | (No, I don't have one.)
   | some: fruit? / bread? / cookies? / salt? / paper? | (No, I don't want any.)

ASKING AND ANSWERING QUESTIONS

Student A asks Student B, Student B asks Student C, etc., for each question.

1. What's | tonight? / tomorrow night? / the next night? | (It's _____ night.)

   What was | last night? / the night before? | (It was ___ night.)

2. What do you like to drink? (I like to drink ____.)

3. Use a chart with pictures and prices (or use the pictures in Lesson 3).

   How much is the ____? (It's _____.)

   How much are the ____? (They're ____.)

SITUATION DIALOGS (Tr4) Use individual cards.

Situation III - 1

A You and B live together. Some friends are coming to dinner. You and B talk together. You talk about what to have for dinner.

B You and A live together. Some friends are coming to dinner. You and A talk together. You talk about what to have for dinner.

Situation III - 2

A You and B live together. You are going to the supermarket. You ask B what you and B need to buy?

B You and A live together. You and A need some food. A is going to the supermarket. You tell A what food you and A need.

Situation III - 3

A You and B are in the supermarket. You're looking at the fruits and vegetables. You talk about what you like, and ask B what B likes.

B You and A are in the supermarket. You're looking at the fruits and vegetables. You talk about what you like, and ask A what A likes.

Situation III - 4

A You and B are in the supermarket. You ask what B is buying.

B You and A are in the supermarket. You're buying groceries.

Situation III - 5

A B and C come to your house.
You greet them and say, "Come in."
You want to give them something to drink. You have two beverages.
You ask B and C what they want.

B You and C go to A's house together. A greets you.

C You and B go to A's house together. A greets you.